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ABSTRACT

In this speech given at the 1976 annual breakfast of the National Council on Measurement in Education Dr. Thomas J. Fitzgibbon, outgoing president of NCME, responds to critics of standardized testing and outlines the correct uses for it. He believes that many criticisms of standardized testing are due to misunderstanding or a lack of information. (Author/MV)

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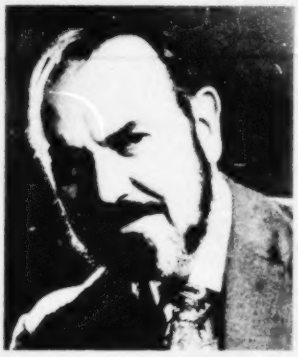
Dear Mama:

Why don't they love me anymore?

Dr. Thomas J. Fitzgibbon,
President, The Psychological Corporation and
Vice President of Harcourt Brace Jovanovich, Inc.



ABOUT THIS REPORT

The efficacy of standardized testing has recently been vociferously and visciously attacked. Questions regarding reliability, validity, and utility have been raised. We in the measurement field, particularly those of us in NCME must actively respond to such scathing bombardment.

In his speech at the annual NCME breakfast held in San Francisco, Dr. Thomas J. Fitzgibbon, outgoing president of NCME, did in fact respond in a most provocative and creative manner. This issue of ME is a transcription, in its entirety, of that address.

Dr. Fitzgibbon is president of The Psychological Corporation and Vice President of Harcourt Brace Jovanovich, Inc. He is well-known for his insightful and poignant publications in the areas of testing, measurement, and evaluation.

PSR

We all have to have someone to lean on, I guess, especially during vexing and perplexing times. For me that always has been my mother. Lately, I've been feeling somewhat perplexed, not to mention vexed, so I got back in touch with dear old Mom. Maybe you'd like to hear my letter.

Dear Mama:

Why don't they love me anymore? It seems, at times, that nothing I do is right. Teachers are after me, school principals write nasty things about me, minority groups don't think I am fair to them, even some of my colleagues are looking at me as if I don't bathe regularly. Then there's this whole thing of being caught in the middle: school boards versus teachers, administrators versus teachers, communities versus their schools, schools versus schools, and on top of that, I hardly ever do anything right according to newspapers, magazines, and TV. Times are just not good, mama, and, I remember — you've taught me not to whine, so I'll try to be a little more explicit and less emotional.

When I say the teachers are after me, I really mean the upper echelon of a teacher's union, the National Education Association. I'll use a few quotes from its Executive Secretary to show what I mean:

Standardized tests are "like a lock on the mind, a guard at the factory gate," according to the executive director of the National Education Association (NEA).[1]

Speech delivered by Dr. Thomas J. Fitzgibbon while President, NCME at the 1976 National Council on Measurement in Education Annual Meeting April, 1976, San Francisco. Dr. Fitzgibbon is President of the Psychological Corporation.

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Terry Herndon, director of the nation's largest educational organization said the tests follow the technical-industrial model in which teachers are treated like assembly-line foremen and students are treated like cars.

It's time to get the children out of the factory and back into the classroom where they belong," the former teacher declared. [2]

. . . and . . .

"People disagree on the goals of education. Some parents want job preparation; some, college acceptance; others, mere custodial care or something else. Yet standardized tests take for granted that everybody places equal value on whatever skill is being tested." [3]

"The assumption behind the tests," Herndon explained, "is that kids don't know what is good for them, parents don't know what is good for their children, and even teachers can't be trusted. Such testing works against parent-teacher decision-making and toward control by outside authorities." [4]

Mama, these things are unfair. People who are much involved in measurement and evaluation don't want to treat students like cars! We want to treat them as human beings, not machines. And why does he say that standardized tests take for granted that everybody places equal value on whatever skill is being tested? Frankly, I don't know whether understanding beginning sounds is more important than knowing certain elements of the metric system. I suspect, though, they're both important and their teaching will depend upon some combination of societal and child needs. My thought is that, by and large, this should be left to school people and the communities in which they work.

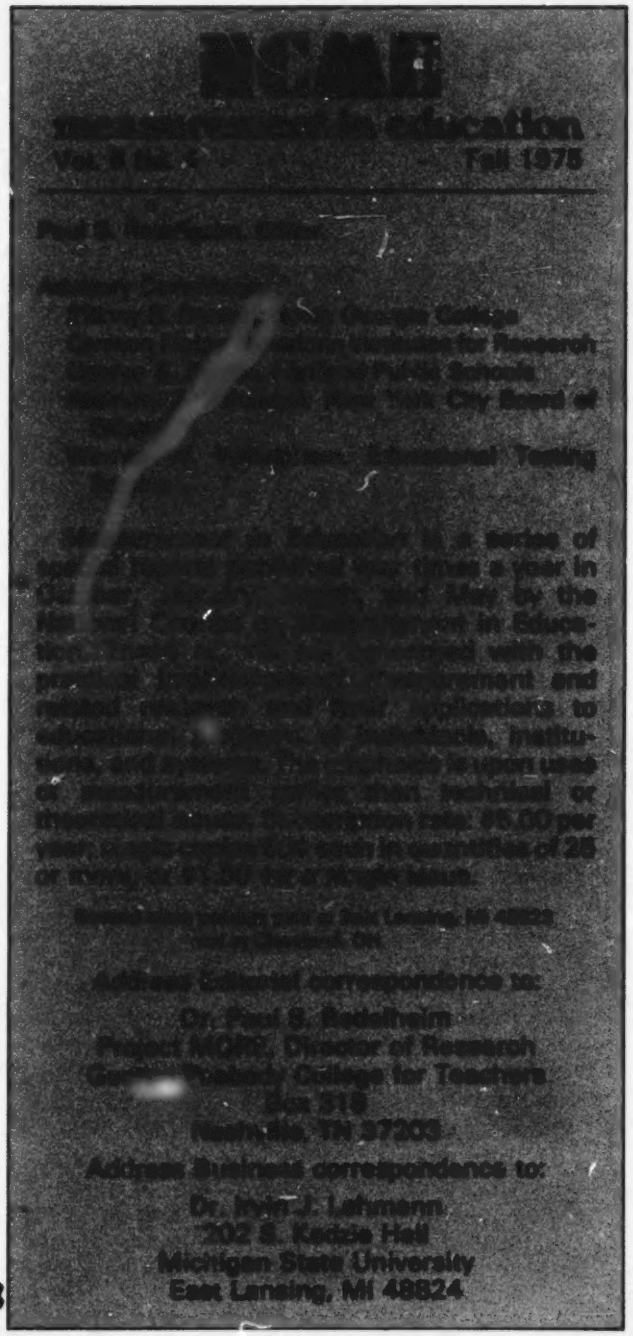
Another thing about the Executive Secretary, Mama, he sometimes talks as if he thinks Detroit is about to gobble him up. Listen to this:

"As a nation, we are becoming obsessed with technological thought patterns. Since our factory-line techniques have been successful beyond our wildest imagination in increasing goods production, we have increasingly — and unfortunately — been tempted to force these techniques on disciplines for which they are inappropriate. This is what is happening with education and the so-called accountability movement. [5]

"This is not to say that NEA thinks teachers shouldn't be accountable. In fact, it is the contract of accountability to professional standards that led to formation of the NEA in the first place. [6]

"What we object to is accountability to standardized test results. We object to the tests themselves, as I have said. We object to an evaluation system designed to make tanks rather than mold minds. We object to being required to teach to the common performance level assumed by a test rather than to the maximum achievable through the individual capability of the child." [7]

I think what the Executive Secretary means is that educators should beware of systems-oriented approaches, that teachers should be accountable (like the rest of us), and that standardized tests should have no role to play in the accountability drama. I tend to agree, particularly with the



emotional climate now prevailing in some communities, I would rather see the standardized tests (and other kinds of tests) used to improve and enhance instruction than some sort of hurdle to be surmounted — or standard to be met.

As Mr. Herndon points out, an effective school accountability system must be sensitive to many variables which impinge upon what a youngster learns in school: physical quality of the classroom, size of class, ethnic diversity, previous pupil preparation, and amount of learning opportunities in the home. I would like to point out to Mr. Herndon though, Mama, any summative evaluation which will lead to accountability decisions must take these variables into account. Thrashing and bashing standardized tests won't really solve our problem. They do make good targets, though, don't they?

To continue my tale of woe, the *National Elementary Principal* is unhappy too. Its March/April, 1975, issue took what only could charitably be called a jaundiced look at IQ testing. At last count, seventeen persons authored the various articles: four are APA members, two belong to AERA, and, interestingly enough, none are members of NCME. As I read the issue, the major thing I noticed was that there was little respect, if any, for those educators and psychologists who did devote, or are devoting, much of their careers to this area of measurement.

It seems, Mama, that Binet, Terman, Thorndike, Guilford, Thurstone, Wechsler, Lennon, et al. are bad guys; that to try to assess something called intelligence or scholastic aptitude is, at best misleading, and, at worst, loathsome. Does this mean that we should discontinue our efforts to describe persons along a continuum (or continua) of what has been called "brightness" or "general mental ability"? Is there no place in our society for a concept of intelligence?

The *Elementary Principal* took up the cudgel again in its July/August, 1975 issue dedicated to what it called "The Scoring of Children: Standardized Testing in America."

I suspect at this point I should stop and tell you what a standardized test is, especially since "standardized" seems to have become a catch-all term which is being much berated these days. Traditionally, it has been seen as a test that has been developed through experimentation, designed for administration and scoring according to stated directions, for which there is evidence of validity and reliability, and for which there are norms. Much of the furor surrounding standardized tests is associated with standardized achievement tests. One of the problems is that "standardized" has become a hate symbol for some. To them, it signifies distasteful comparison of one person with another (or one group with another), or substitution of an average score for a standard, or dictation of local curricula, and, in general, something close to tyranny over daily school activity. For this, some would substitute criterion referenced testing, objective referenced testing, domain referenced testing, diagnostic testing, or none of the above. Interestingly, none of these types of testing are mutually exclusively. Many modern achievement batteries are at one and the same time objective referenced, diagnostic, and norm referenced.

Anyhow, back to the July/August *National Elementary Principal*. I was really hurt when one of the writers, Dr. Zacharias, called me a "merchant of death."[8] I know you've never understood what I do; it's hard to explain exactly what a test publisher does, but Dr. Zacharias evidently knows. Here's what he said:

> "I feel emotionally toward the testing industry as I would toward any other merchant of death. I feel that way because of what they do to the kids. I'm not saying they murder every child — only 20 percent of them. Testing has distorted their ambitions, distorted their careers. Ninety-five percent of the American population has taken an ability test. It's not something that should be put into the hands of commercial enterprises."[9]

Mama, I want to tell you that smarts. Come to think of it, I probably shouldn't have used "smarts" — according to him and others. Let's just say that his remark created a rather unpleasant tactile sensation — and let it go at that. But we shouldn't let go of what the *National Elementary Principal* seems to be after:

> "The purpose of education is not to sort people, but to educate them; that in a knowledge society, we need to expose as many people to education as possible, not to exclude them from it; that human beings are marvelously variegated in their talents and abilities, and it is the function of education to nurture them wisely and carefully; and not least, that education has an overriding responsibility to respect and draw upon cultural and racial diversity."[10]

These words, I think, carry a laudable message — one that can make us all rally round to see whether, together, we can get the job done. But there is danger too. The words can form no more than empty slogans if we do not delve deeper, and search our way through to their implementation. I'm not so sure that to teach well and efficiently, we don't need to "sort" at times. It seems unfair to me, and unwise, not to do so. But, let's substitute "diagnose" for "sort" with the full understanding that immediately we will have groups of students who will need different instruction at some point in time, and that persons may shift from group to group.

People are different and need to be treated differently at times. Indeed, the *National Elementary Principal* recognized this when it described human beings as being marvelously "variegated." The trick here is not to simply declaim but to set about ways of finding the differences, and either capitalizing on them or remediating them for benefit of the

individual. Things called tests, even standardized tests if one know what one is about, can aid this course.

As I said before, I don't want to use the word "sort." It carries the implication that some who are sorted will simply be set aside, there to remain forever, while others will receive benefits denied to those who are "sorted out." There is no question that this has happened, and unhappily tests, along with other devices, have been used to serve that purpose. But why deny testing a chance to do just the opposite: that is, to identify, and classify, for the purpose of instructional aid, with the goal being that of raising the level of personal proficiency? Surely this must be what Mr. Herndon means, I hope, when he says, "we (teachers) object to being required to teach to the common performance level assumed by a test rather than to the maximum achievable through the individual capability of the child." [11]

But, let me hold here for a moment. I'm about to fall into a trap shared by so many of those who today are writing and speaking about "tests." They make the mistake of lumping tests together into some amorphous glob and speaking of them as if they were all alike, and with the same purposes. This is particularly true when they talk about "standardized tests." So, to clear the air for you, my earlier remarks about diagnosis were tied primarily to skill attainment of children and students in our elementary and secondary schools. I was not talking about college entrance exams, minimal essentials or proficiency standards, certification or licensure by professional organizations, and other test uses too numerous to mention here. I assume that the *National Elementary Principal* is mainly concerned with children in pre-high school years and so chose my remarks to fit the needs of those children.

Before I leave this topic Mama, I should point out that society, at different times, does want to "sort" people. Certain jobs do require certain skills, and persons who don't have them are denied those jobs for the supposed common good (denied those jobs, that is until they have attained the necessary skills). Professional organizations, believing that excellence demands persons who have certain skills and knowledges, do sort applicants and call the process licensure or certification. It is done so that those not having the required attributes cannot call themselves, without challenge, veterinarians or doctors or psychologists. Tests are often used in the process.

It is wrong though, and misleading, to berate tests as if they were the cause of competition, and as if were they banished, competition would go away. Life is rough and disappointing to each of us many times during our lives. Sometimes, we don't "make it" when arrayed against others. Some wag asked long ago: What's the difference between communism and capitalism? and answered his own question thusly: Under capitalism it is dog-eat-dog; under communism, it is just the reverse. While there are disturbing undertones of reality associated with the phrase "dog-eat-dog," I would rather put it that our society does engage in a considerable amount of healthy competition. We will not easily wish it away.

But, back to the *National Elementary Principal*. I suspect it was using "sort" in the sense that the major task of school is instruction for all according to their needs, and thus it is malicious to "sort," cast aside, and to work mainly with those who have "made it." Indeed, that would be malicious and of poor service to individuals and society. Education and its formal expression, schooling, should, as one of its goals, strive to prepare all for the hard realities of life after we leave our classmates. To ensure proper preparation, we shall have to pay attention to individuals, their idiosyncracies, and their commonalities. More about that will follow.

There are a lot of things to think through these days. Controversy has a unique ability to becloud healthy argumentation, and to confuse issues. The *National Elementary Principal* says "that in a knowledge society we need to expose as many people to education as possible, not to exclude them from it." [12] Right on! You can see, I think so too. A problem arises though when "mass education," and thus "mass testing," comes under fire, as it frequently does these days.

One must ask what does "mass education" mean? Why is it opprobrius? If it means only that the individual is lost as the group is attended to — then surely that is a "bad" in a nation founded on democratic principles. On the other hand, if it means an attempt to offer educational services to everyone — as the *Principal* suggests, then it's a "good".

What really happens in our schools? Isn't it a reality that there is never enough time, nor enough money to give all the individual attention that, in the best of all possible worlds, we might wish to give? Thus, we form groups called grades, homerooms, schools, and so on, which become the major vehicles for the offering of instruction. It has not yet been found practical, either, to develop personalized test books and other learning materials for each child. Thus, perhaps, this can be called "mass education."

One must ask if this attempt to adapt to the reality of a large population and finite school budget is an evil? To be sure, there may be better ways of adapting to this reality — we must strive to find them — but charges against mass education, and consequently mass testing, are not getting to the heart of the matter. From the standpoint of educational testing, the real question is: given the amount of time and resources available, can we gain information about what the persons knows — or doesn't know — so that consequent instruction, and allocation of resources, will be more helpful to the individual? Or as someone else has put it:

"We are in a period of educational history when emphasis on the individual child predominates. This emphasis will be but a meaningless slogan unless we know the strength and weakness of

the child and plan intelligently for his particular needs as far as class and other limitations will permit." [13]

That's from a *Metropolitan Achievement Test* manual, Mama, from 1932. I can't leave this topic of individual differences without thinking of so many of us who are racially and culturally different from the majorities. There are many things to be ironed out here, Mama, for the issues go to the very heart of our future — with fundamental implications for our system of schooling, how it relates to education in general, and to the hopes of parents for the welfare of their children. Our country is so large, with so many diverse populations, that it is at times difficult to agree upon common goals. Furthermore, this leads to debates about the best ways to teach, and instructional materials to be used.

Historically, schooling has sought common denominators, i.e. some things that most people can agree are important as they think about the past, and look to the future. In times of great stress, the common denominators tend to be associated with sheer survival; in less stressful times they tend to proliferate. Terms such as "multicultural pluralistic society" tend to emphasize differences for the sake of maintaining traditions and proud histories of various groups. Not that these efforts necessarily discount common denominators, they most often wish to find and share these with others as well. But they do bring in values which may not have been of importance to the earlier community which they are joining. In this very joining, conflict arises as to the direction and conduct of the community's schools.

All kinds of educational and psychological measurement are caught up in this conflict, and sometimes charges are made that testing plays the role of policeman in ensuring that no one get out of line — or that it ensures that no time is lost in bringing persons into line. In my mind, there is no doubt that this has happened, particularly in the area of achievement testing. Once one poses the questions (items), that action results in a sometimes subtle, but more often not, pressure towards conforming to the expressed or assumed reasons for asking those questons. This is the same argument that has been propounded for years by some who say that tests shape the curriculum. But tests are not developed in a vacuum, they in turn are shaped by societal forces surrounding them, including the curriculum.

One way out of this Catch-22 situation is to declare that some instructional situation will include the common denominators, and that some will attend to cultural differences. Good examples are our Title VII bilingual programs, or to a lesser extent, the maintenance of an African presence, or an Asian presence, in some of our schools or classroom. Once these value decisions are made, the role of testing or measurement is clarified and much of the heat diminishes.

The easiest of examples is reading. Most everyone eventually agrees that youngsters in this country should learn to read the English language. Thus, vocabulary and reading comprehension testing in the English language become more acceptable. The antagonism toward testing diminishes further when helpful tests are also prepared to ascertain levels of skills in the language of the non-English culture. When both kinds of tests are employed to improve instruction, and resultant learning, we move in a positive direction. Tests are seen not as barriers, but as helpers.

The non-English area is one which has generally been neglected by measurement people. It is a

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murky measurement area for a variety of reasons. Many basic curricular decisions are yet to be made, politics of power are involved, and there is a shortage of teachers who can deal adequately with multi-cultural demands. Yet we, as measurement people, can and must, work through these problems in association with those who have made this kind of education their life's work. It is not only a challenge, but an opportunity to be of service.

To move on to another topic, Mama, you remember earlier in this letter where I complained that measurement people are caught in the middle. There are several adversary positions which we frequently see today: school board versus teachers at contract time; school administrators versus teachers at contract time, as well as other times when one side or the other strives for more control over school management. We also see communities versus their own schools as laypersons strive to have a larger voice in school matters; and, sadly enough schools versus schools as they point the finger of blame at one another. A widely publicized example here comes as a result of college and university open admissions policies. After several years of open admissions, the post-high school institutions find themselves spending more and more of their resources on remediation, and less and less on their traditional pursuits. This causes them to complain that high schools are not doing their job, and in turn, high schools look askance at the lower grades while asking, "Why didn't you teach them to read while *you* had them?"

Well, the point of all this, Mama, is that measurement people get caught between these groups as they spar with one another. Since tests are a widely-used type of measurement activity, they get caught up too, particularly standardized tests. The reason for that, of course, is that all sides seek to compare to prove their points, and frequently, will use standardized tests to do so. Then, after the comparison is judged invidious to a certain point of view, we frequently hear the test is no damned good, and that test norms should be denigrated, or better yet abolished. The issue of accountability plays an important role here.

Accountability is almost universally accepted in the sense that most of us feel that it's "right." To be against accountability is analogous to being against pollution control, the Fourth of July, and free speech. It's a "good" that one should be responsible for one's actions. The problem becomes however: who is responsible to whom? And, who shall control the instruments and the systems of accountability? Educational tests have been caught up in this issue and are being challenged as to whether they are acceptable for this purpose. In this instance, it is almost always the "standardized test" that bears the brunt of the challenge. However, it would make little difference what the instruments of judging are called. If someone reports criterion referenced outcomes which indicate that 60% of the pupils know something some one will say, "How's that compared to last year?" or, "How does that compare to Peoria?" And the test still will be caught in the middle. Those who think banishing standardized testing will eliminate their accountability problems are whistling in the dark.

The critical questions is "who is the judge — or who is the judge-ee?" It is a fact that the process and organization of schooling in this country is under increased public scrutiny. I use "schooling," as I said before, because it refers most directly to the formally, socially arranged attempts to educate. It is supported by tax levy or endowment, and is a part of the bigger world of education which is composed of God-only-knows what. In any event, the quality of schooling is being severely questioned — both within the educational profession, and without. Both challenges are important, but it's the "without" I'm focused on here.

The "without" means taxpayers, parents, citizen groups, and school boards. These groups want to know the answers to such questions as, "Is ability to read really declining?" or "Can students compute as well as they once did?" The very asking of these questions causes anxiety in the ranks of teachers, principals, supervisors, superintendents — even college professors. And the sadness of it all is that, in more instances than one would wish, it has turned one or more of these groups against the other in a struggle for dominance, if not survival. The educational test, particularly the standardized achievement test, is caught in the middle. And being caught up in this tangled web is essentially dangerous, for, as I earlier mentioned, there are those who now wish to destroy standardized testing. They look to slaying the messenger as if this would make the problem go away. And, Mama, reputations are being made among the attackers. I'm reminded here of Daniel Boorstin's definition of a celebrity — someone who is well known for being well known.

Before I close, Mama, I must say that there is a considerable lack of understanding of how good tests are developed and used. The anti-test people are saying many things that need questioning. Here are a few from a January 1976 brochure published by the Education Development Center (EDC). It's entitled *Project Torque, A New Approach to the Assessment of Children's Mathematical Competence.* Project Torque is a foundation-funded test development project which was initiated because EDC believe it could find no mathematics achievement test capable of properly assessing the outcomes of its video approach to teaching mathematics. That approach is called Project One. Dr. Zacharias, whom I mentioned before, tells me that the combined funding from the Carnegie Corporation and the Ford Foundation for these two projects is approximately $7,000,000.

From the brochure, I have chosen some statements which should be verified or refuted by measurement professionals. They are:

". . . Although they give questionable scores and fail to meet important needs, standardized tests have found wide acceptance.[14]

". . . Considering that many people know the tests are defective, and seeing that informed users put very little faith in the scores, why are the tests so widely used?[15]

". . . The tests seem to satisfy very real political needs, and this probably accounts for their widespread use. Unfortunately, the needs are satisfied badly, because the scores cannot be trusted. The sense of security some people find in test score printouts is largely false." [16]

I must say, Mama, that these are damning statements and they should receive attention. They should be examined, discussed, and agreed, or disagreed with, by professionals within NCME and elsewhere. They are too serious to ignore.

Other examples of lack of information or misunderstanding are almost too numerous to mention. Here's one from the *Curriculum Product Review* of January, 1976:

"Publishers of standardized achievement tests realize that, from a marketing viewpoint, they dare not spell out exactly what their tests measure. If they did, the test would not be widely purchased, since many educators would find them inconsistent with local instructional programs. Hence, commercial test publishers describe their standardized achievement tests in artfully vague terms, for instance, as a test of 'reading comprehension'." [17]

Now really, Mama, I daresay this person either didn't see, or didn't pay attention to the list of objectives with the latest *Stanford Achievement Tests*. I think, too, this type of statement does a disservice to schools who have gone to great lengths to spell out their objectives, and to construct a system in which test information is closely tied to next instructional steps. I cite the Riverside Unified School District in California as one which has done this especially well, even (heaven forbid!) to the point where norm referenced and criterion referenced tests rest comfortably in a symbiotic relationship. I should hasten to say at this point that there are other major achievement tests which do not stoop to "artful vagueness." For example, I have at hand the Coordinators Handbook for the *Comprehensive Tests of Basic Skills*. It does a fine job of describing the process and content of its associated tests. Other examples are published by Houghton-Mifflin, ETS, SRA, and Scholastic Testing Services.

Lack of information, unfortunately, does not keep many persons from speaking with a great deal of authority. Those who distribute, or develop, tests have lately come under fire because they are too secretive. Zacharias is quoted in the *National Elementary Principal* thusly:

"Secrecy," he said, "that's what the trouble is. It will become one of the big issues in testing within the next ten years. And there is only one way to keep the testing business honest; that is, keep it open." [18]

To be fair to Dr. Zacharias, I know when using the word "secrecy", he referred partially to the inability of test publishers to report with any accuracy the number of youngsters taking standardized tests in any one year. This inability has been interpreted by some as secrecy, such secrecy being necessary to keep the public from knowing the "enormous profits" that the "merchants of death" are reaping. I should say at this point that anyone looking for the latter kind of information from my business firm need only look at pages 30 and 31 of the 1975 HBJ Annual Report.

But there is another element involved in the use of the word "secrecy." It relates to the difficulty that some who are attacking tests are having in actually gaining physical control over the tests themselves. That is, when they wish to analyze a certain test item by item, they are finding that the test distributor is asking for their qualifications for test usage. And when these qualifications are not met, they are not getting the tests. As NCME members know, the criteria for the setting of qualifications are highly influenced by APA ethical standards, as well as the APA/AERA/NCME *Standards for Educational and Psychological Tests*. Unfortunately, the vast majority of those persons interested in tests know nothing about these restrictions. As a matter of act, I believe most of those persons don't even know the Standards exist. For example, Joan Bollenbacher, while addressing members of an Ohio curriculum association, found in an audience of 175 persons, only one had heard of the Standards.

I won't dwell on this topic of lack of information, Mama, but will say one more thing about it. Professional measurement people should search out where misinformation and lack of knowledge has been expressed, and correct it. Correction is important because testing, although always a high profile activity, is now on the lips of more people than ever before. Parents, taxpayers, test users, news media need correct information if they are to deal wisely with decisions which are becoming increasingly theirs.

Well, thanks for taking your time to read this letter. It's pretty heavy. But I did want to get a few things off my chest, and as you've always said, "Mothers should be more than just a front for Mother's Day."

Your son,
Tom

I didn't hear from Mom for some time, but was not distressed. After all, being captain of the Golden Years Scuba Diving Team does place demands on one. But finally, she did surface, and got in touch via her usual method: she sent a bowl of chicken soup with a letter floating on top. Here's what she wrote:

Dear Son:

Well, you tried not to whine, but I see you still have a way to go. Another thing, how many times have I told you that people who go around asking questions always get into trouble? When you ask a question in an achievement test, it means that you think you know the answer. And it means, too, that you think you know what to ask questions about. The moment you get to that point, you're likely to get if from someone who thinks you've asked the wrong question, or shouldn't be asking any at all.

I notice, too, that you haven't fully corrected your old habit of talking as if all individuals called the same, act the same. Make sure when you joust with Mr. Herndon of NEA that it's clear you are not criticizing all teachers as a group. I know that you know that many, many teachers are doing a good job of it, and many are using standardized tests to help them do it. But you should say so.

And son, don't get too defensive and come out with some preposterous claim that everything is as good as it can be. Don't make the mistake some of those dissatisfied with testing are making, that is, with some drastic surgery, problems associated with testing, particularly achievement testing, will go away. I'd advise you to read what Murray Levine has to say in the latest *American Psychologist* about the academic achievement test and its historical context, and social functions. You will read that some of the dynamics of today were generated in the first two decades of this century. In Levine's words, "Psychology and education both had important stakes in developing measurement. For psychology, it meant an additional step toward acceptance as a science. For education, it promised a defense against professional encroachment by laymen and politicians."[19] Isn't it interesting, son, how some things don't seem to change much at all? And isn't it ironic, that now, in addition to educators continuing to use achievement tests as defense against "encroachment," that laymen are using the tests to try to prove that educators are not doing a good enough job?

Well, son, I've got to go patch my wet suit, so just one final thing . . . Do stand back now and then in order to maintain the good perspective. And do search for the humor in things.

Your loving mother

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